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ABSTRACT

The Rocky Mountain Talent Search 1984 Summer Institute participants, consisting of 12 through 15-year-old, highly able, high achieving students, are described in this study. The Harter Perceived Competence Scale for Children was used to measure feelings in the areas of cognitive, social, and physical competence and general self-esteem. An Adolescent Survey Form on Counseling Needs was designed to investigate the students' characteristics, affective needs, common coping styles, and preferred counseling techniques. Characteristics used by these students to describe themselves, as well as ratings of perceived competency, indicated this group was curious, independent and perfectionistic. They felt highly competent in cognitive areas, and less so in social and physical areas. Common concerns and preferred coping strategies were summarized. Students reported school counseling services were rarely used except for gathering information and scheduling courses. Preferences for counseling techniques were listed. As a group the Rocky Mountain Talent Search students had a profile of characteristics and needs which suggests specific counseling approaches to enhance affective development. (CL)

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# A Profile of the Characteristics, Needs and Counseling Preferences of Talent Search Summer Institute Participants

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Abstract

Past emphasis of educational planning for gifted adolescents has been upon academic program considerations. Though affective needs of the gifted have been discussed, little research exists to identify the counseling preferences and perceived competencies of academically gifted students. The Rocky Mountain Talent Search 1984, Summer Institute participants, comprised of 12 through 15 year old, highly able, high achieving students, were described in this study. The Harter Perceived Competence Scale for Children was used to measure feelings in the areas of cognitive, social, and physical competence and general self-esteem. An Adolescent Survey Form on Counseling Needs was designed to investigate the students' characteristics, affective needs, common coping styles, and preferred counseling techniques. Characteristics used by these students to describe themselves, as well as ratings of perceived competency, indicated this group was curious, independent and perfectionistic. They felt highly competent in cognitive areas, and less so in social and physical areas. Common concerns and preferred coping strategies were summarized. Students reported school counseling services were rarely used except for gathering information and scheduling courses. Preferences for counseling techniques were listed. As a group the Rocky Mountain Talent Search students had a profile of characteristics and needs which suggests specific counseling approaches to enhance affective development.

# A Profile of the Characteristics, Needs and Counseling Preferences of Talent Search Summer Institute Participants

## Background Information

Since many educators have found the humanistic position to be highly consistent with their own personal philosophies, a unique blend of psychology and education has emerged, representing a new frontier for personal growth; this frontier has been referred to in the literature as "affective education", a movement which is currently experiencing increased momentum and credibility as a primary intervention (Buffington & Stilwell, 1981). The principles of affective education were outlined in the 1970 report of the Joint Commission on the Mental Health of Children and Youth as follows:

> For the school to be a mentally healthy environment for growing children, there must be a change in the concept of how this institution shall serve society through the children it educates. Its goals must be not only competence but ego strength, not only intellectual power but self-understanding and feeling of self-worth, not only adaptability but individuality, not only accommodation but initiative. The

> changes to be enacted involve all aspects of the school milieu--curricular, teaching methods, teacher-child relations, administrative practices, and architectural design (Strother, 1983, p. 140).

Also, within the field of gifted education there continues to be an emphasis to pursue a philosophy of "holistic education." Here teaching of the whole person is the process and product of teaching objectives which incorporate both the affective and cognitive domains (Sonnier, 1982). For

> in school settings where affective concerns are attended, the student works in a climate of trust, respect and expectancy of the highest possible achievement. Learning is, therefore, maximized and high standards are perceived as "eustress", stress which motivates, rather than distress...Therefore, productivity is increased because greater outcomes are achieved without greater inputs (p. 489).

These American values of productivity and utilization of human potential, coupled with a desire to lead the world in technological development, especially since Sputnik, gave rise to the increased concern with providing quality programs for our gifted youngsters, in particular. The initial focus was on the academic development of these

youngsters, and objectives for programs fell mostly within the cognitive domain. However, there has been a major shift to a concern with the affective development of these youngsters.

Because the very concept of giftedness implies a recognition of special characteristics, numerous professionals in the field of gifted education have posited that gifted adolescents have a unique set of affective needs when compared to their non-gifted peers (Silverman, 1983 and Colangelo & Pfleger, 1979). In fact, this question of special affective needs has been a source of contradiction and considerable debate within the literature. Freeman (1983) claimed that "essentially the gifted child has the same emotional needs as other children, and the same educational needs for expression and exploration...the difference lies in their intensity" (p. 485). On the other hand, many authors believe that gifted individuals have substantially different needs than do their non-gifted peers (Barbe, 1954; Clark, 1979; Silverman, 1984). In her article on affective development of the gifted, Silverman states,

> The intricate thought processes that mark these individuals as gifted are mirrored in the intricacy of their emotional development. Idealism, self-doubt,

> perceptiveness, excruciating sensitivity, moral imperatives, desperate needs for understanding, acceptance, love - all impinge simultaneously. Their vast emotional range may make them appear contradictory: mature and immature, arrogant and compassionate, aggressive and timid. Semblances of composure and self-assurance often mask deep feelings of insecurity. The inner experience of the gifted young person is rich, complex, and turbulent (Silverman, 1983, p. 7).

The differentiated self-concept needs of the gifted adolescent have been documented in several studies.

Self-Concept

There is widespread agreement that self-concept is an important variable in an individual's development. Self-concept affects all areas of the person's capacity to fulfill innate potential. Research studies generally find a positive relationship between self-concept and academic achievement (Maddux, et al. 1982; Brookover and Thomas, 1964; Colangelo and Pfleger, 1979). Bloom (1977) found that the development of academic self-concept is related to student's perceived adequacy in school situations and is

formed primarily by appraisal of school performance against the standards set by self, teachers, peers and families. Gifted students in a learning environment where performance is encouraged are likely to develop feelings of personal adequacy.

Ross and Parker (1980) analyzed the academic and social self-concepts of gifted fifth through eighth graders. They found that gifted students possess significantly lower expectations for success in their social versus their academic endeavors. This difference was statistically significant for both sexes. Ziv (1977) described gifted children who do not have enough time allocated to social interactions necessary for the development of interpersonal skills. Also, O'Shea (1960) felt that because mutual friendships are more likely to follow mental rather than chronological age, children of superior ability are less likely to find others with whom they can develop social relationships. Webb, Meckstroth and Tolan (1982) point out the importance of peer acceptance in the development of healthy self-image and continuing sense of self-worth. These authors concluded that gifted adolescents frequently have the need for fewer, though more intense friendships.

Harter (1982) felt that "self esteem", "self-concept" and "perceived competence" were central to social, cognitive

and motivation theory. "At an applied level, the assessment and enhancement of an individual's self esteem is critical to clinicians, educators and program-evaluation researchers" (p. 87).

The construct of self-concept is often measured by instruments using self-ratings. Of particular interest to Harter is the perception of a child's competence as compared to his/her actual competence. Recent studies attempt to differentiate between skill domains or specific areas in which competence may not be equally felt (Harter, 1982; Ross and Parker, 1980; Maddux, et al., 1982). This area of research is of particular relevance to the field of gifted education where the possibility of discrepant perceptions of academic versus social or physical abilities are likely to occur.

A logical first step in developing appropriate educational programs for gifted adolescents is to develop a working profile of the group of gifted youngsters to be served. Many schools have chosen to use high academic achievement as a major factor in qualifying for participation in their gifted programs, so to date the primary focus of these programs has been basically academic in nature. However, many programs have stated a philosophy which recognizes the

need to address affective objectives as well. Therefore, a special problem has arisen in that educators, particularly counselors, have little empirical data to assist them in designing affective components for programs as well as a consistent counseling model for this group of high-achieving youngsters; so a general profile of this group needs to be developed. VanTassel-Baska (1983) began to adress this need in her study of the characteristics of the 1982 Midwest Talent Search Finalists. However, little research exists to document the specific characteristics, affective needs, concerns, coping styles and preferred counseling techniques of the high achieving gifted adolescent.

It is the purpose of this study to examine the profiles of the youngsters who attended the 1984 Rocky Mountain Talent Search Summer Institute. The following areas will be addressed: demographic descriptions of the participants, characteristics, self-concept, common concerns, coping styles, and preferred counseling techniques.

## Methodology

### Subjects

This study was conducted with 89 junior high school age participants in the 1984 Rocky Mountain Talent Search, Summer Institute (SI). Of these, 57 were boys and 32 girls.

The age range was from 12 to 15 years. Fifty were residential and 39 commuted from home in the Denver metropolitan area. These students represented 10 states across the United States. They filled nine classes at the University of Denver, each of which had a minimum Scholastic Aptitude Test (SAT) score requirement in the math and/or verbal areas. The range of SAT scores for participants was from 330 to 780. On the SAT-M, the mean score for boys was 509 and for girls was 505. On the SAT-V the mean score for boys was 482 and for girls 483. The group was quite evenly matched by ability as measured by the SAT. Sixty-one percent of the boys had average grades of A or A-, while 98 percent of all boys had grades B- or better. For girls, 88 percent had grades of A or A-, and 100% had grades of B- or better.

Instruments

The Harter Perceived Competence Scale for Children (1982) was chosen as the measure of self-concept. The test consists of twenty-eight paired statements in which the respondent is first asked to decide which kind of kid he or she is most like -"the kids described on the left or the right." Once having made this decision the respondent

decides whether the description is "sort of true" or "really true" for him or her. Each item is scored from 1-4, where a score of 1 indicates low perceived competence and a score of 4 reflects high perceived competence. Scores are summed and then averaged for each subscale, resulting in four separate subscale means. Four separate competence subscales emerge:

> (a) Cognitive competence, with an emphasis on academic performance (doing well at schoolwork, feeling good about one's classroom performance); (b) Social competence, vis-a-vis one's peers (having a lot of friends, being easy to like, and being an important member of one's class); (c) Physical competence, with a focus on sports and outdoor games (doing well at sports, learning new outdoor games readily, and preferring to play sports rather than merely watch others play); and (d) General self-esteem, with reference to being sure of oneself, being happy with the way one is, feeling good about the way one acts, and thinking that one is a good person (Harter, 1982, p. 88).

This fourth subscale, according to Harter, is not inferred from the summation of responses to items tapping a wide variety of specific abilities or attributes; rather, it

is tapped by items which directly inquire about how much an individual likes himself or herself as a person. It was felt that this instrument would differentiate between three skill domains as well as general self-esteem in order to provide a profile of the self-concept of the junior high school age subjects in this study.

Each student was also asked to complete an Adolescent Survey Form on Counseling Needs designed by Strop (1985). This questionnaire contained five major components: demographic information (home and school information, including grades and amount of type of contact with counseling personnel); characteristics (descriptions of some typical attributes of adolescent gifted students); common concerns (frequently mentioned concerns of adolescents); coping styles (several situations involving solving social or personal problems); and preferred techniques for "helpers" (a series of counselor or consultant roles preferred by the adolescent). The questionnaire was designed to investigate the characteristics, affective needs, common coping styles and preferred counseling techniques of gifted and non-gifted adolescents. The present study used this questionnaire to gather data about the Rocky Mountain Talent Search Summer Institute participants in order to investigate

descriptive information working toward a counseling model for highly academically gifted students.

## Procedure

When students were accepted by the RMTS for its 1984 Summer Institute, they were sent a packet of information. The Adolescent Survey Form was included in this packet. Students completed the form and either sent it back by mail prior to the July 6 start date or brought it with them the first day of class. The Perceived Competence Scale was administered at the pre-Institute Orientation Session. Instructions with both administrations asked students to respond to items based upon past experiences in their home school settings.

Data from both instruments were tabulated. Frequency of responses and means for certain factors were calculated. When comparing Harter subscale scores for the RMTS SI group with The Harter Study California norming Group, the test of significance used was the Cochran and Cox (1957) unpooled variance model with t-table values adjusted to account for unequal population variances.

## Results

The Adolescent Survey Form on Counseling Needs (Strop, 1985) and the Harter Perceived Competence Scale for

Children (1978) yielded the following descriptive profile of affective characteristics and needs of SI participants.

Characteristics. As listed in Table 1, SI participants rated themselves highest on the five following characteristics: curiosity, learning easily, coming up with new ideas (creativity), liking to do projects by themselves (independence), and liking to be "best" in everything they do (perfectionism). They rated themselves lowest on an item which stated, "It's hard for me to make new friends." This was the only item which showed considerable differences between male and female responses, with females indicating that it was easier to make new friends than did the males.

Self-Concept. Self-concept was one characteristic investigated in depth. Comparisons of mean scores for each of the subscales on the Harter Scale are shown in Figure 1. Scores appear for the Rocky Mountain Talent Search Summer Institute (SI) participants (gifted) and a sample of 7-8th grade students (non-gifted) used to norm the Scale. The cognitive competence and general self-esteem were higher for the SI participants, while the non-gifted 7-8th graders scored higher in social and physical competence.

Table 1

General Characteristics of Participants

in Talent Search Summer Institute by

Rank Order of Means

| General Characteristics Ratings (1-5) | Total $\bar{X}$ N=81 | Male $\bar{X}$ N=55 | Female $\bar{X}$ N=26 |
|---|---|---|---|
| I am curious. | 4.41 | 4.40 | 4.42 |
| I learn new things easily. | 4.25 | 4.11 | 4.54 |
| I like to come up with new ideas and new ways of doing things. | 4.17 | 4.29 | 3.93 |
| I like to do projects by myself. | 4.15 | 4.09 | 4.27 |
| I like to be "the best" in everything I do. | 4.04 | 4.04 | 4.04 |
| I have lots of energy. | 3.91 | 3.89 | 3.96 |
| I am good at keeping friends. | 3.81 | 3.75 | 3.96 |
| I act older than my age. | 3.78 | 3.76 | 3.81 |
| I need quiet time each day. | 3.55 | 3.51 | 3.62 |
| Once I start a project I like, I have a hard time putting it down until I finish it. | 3.51 | 3.51 | 3.50 |
| I get bored easily. | 3.43 | 3.47 | 3.35 |
| I won't hand in projects until I feel they are done just right. | 3.41 | 3.25 | 3.73 |
| My feelings get hurt easily. | 3.25 | 3.16 | 3.42 |
| It's hard for me to make new friends. | 2.93 | 3.07 | 2.62 |

Profile

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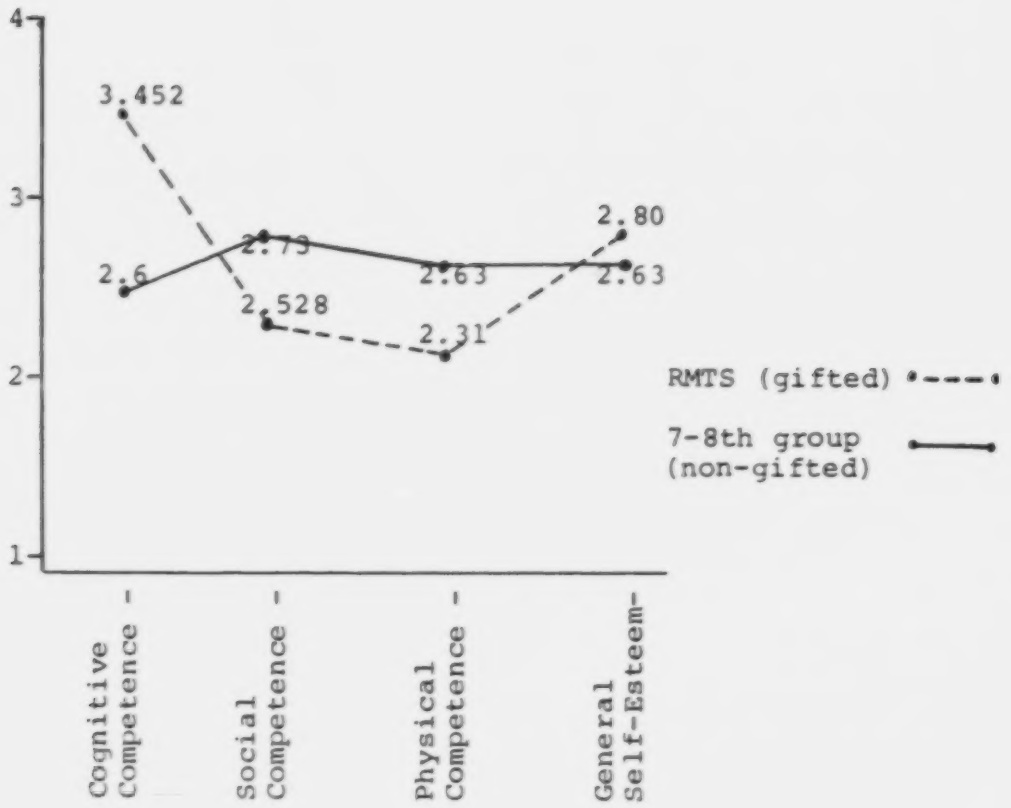


Fig. 1 Comparisons of Mean Scores on Harter Perceived Competence Scale for Children Attending RMTS (gifted) and 7-8th grade group.[1] (non-gifted)

[1](7th-9th graders in California group, Harter, 1982)

As statistically shown on Table 2 the 7th and 8th grade SI participants reported significantly higher competence in the cognitive domain and general self-esteem. Also for seventh graders the physical competence of SI participants was significantly lower than the non-gifted group. In all cases, the social and physical competence levels are lower than cognitive and self-esteem for the SI participants.

Table 3 reports means for each subscale by gender for all SI participants. The girls at the SI felt more competent than did boys in the cognitive and social domains, while boys scored higher in physical competence. The general self-esteem scores did not vary by gender. Of interest is the fact that while boys feel approximately the same (2.5) about their social and physical competence, girls' social competence ratings (2.8) were much higher than their perceptions of physical competence (2.3). It should be noted, however, that Harter (1983) found the same tendencies for girls and boys when employing the Scale with non-gifted students. This feeling may be more a function of preadolescent social and emotion maturity differences between girls and boys, than intellectual ability.

Table 2

Comparison of Mean Scores of Subscales
for Harter's Perceived Competence Scale
for Children for Gifted and Non-Gifted by Grade Level

| | RMTS (gifted) | | Calif. Group (non-gifted) | | | |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | T Value | |
| 7th | | | | | | |
| CC | 3.54 | .346 | 2.6 | .63 | 15.11 | P < .001 |
| SC | 2.56 | .672 | 2.7 | .61 | NS | NS |
| PC | 2.35 | .615 | 2.6 | .66 | 2.374 | P < .05 |
| GSE | 2.95 | .501 | 2.6 | .56 | 4.07 | P < .001 |
| 8th | | | | | | |
| CC | 3.47 | .521 | 2.6 | .63 | 9.798 | P < .001 |
| SC | 2.75 | .576 | 2.7 | .55 | NS | NS |
| PC | 2.61 | .758 | 2.6 | .51 | NS | NS |
| GSE | 3.15 | .491 | 2.7 | .55 | 5.457 | P < .001 |

CC = Cognitive Competence SC = Social Competence

PC = Physical Competence GSE = General Self Esteem

Table 3

Means for Each Subscale by Male and Female RMTS-SI Participants

| | Males (N=54) | Females (N=30) |
|---|---|---|
| Cognitive Competence | 3.42 | 3.66 |
| Social Competence | 2.55 | 2.81 |
| Physical Competence | 2.53 | 2.32 |
| General Self-Esteem | 2.98 | 3.06 |

Differences in means for each subscale were reported by SAT-M and SAT-V scores of SI participants in Table 4. Again, cognitive scores were higher than any others, with most cases showing a positive relationship between increasing SAT score and level of perceived cognitive competence. Of importance is recognition that when social and physical subscale scores are examined, there was a negative relationship between SAT score and perceived competence. Scoring more highly on the SAT did not precipitate good feelings about physical ability or social acceptance. General self-esteem remained relatively unchanged across SAT score levels.

When differences in means were analyzed by age categories (12 through 15 years) there appeared to be a slight downward trend in cognitive competence as age increased (Table 5). Again the social and physical ability are seen as lowest, except for 14 years olds, who stand out as an age group feeling more competent than other students in social and physical areas, as well as in general self-esteem.

Table 4

Means for Each Subscale by Level of

SAT-M and SAT-V Scores for RMTS-SI Participants

| | SAT-M | | | SAT-V | | |
|---|---|---|---|---|---|---|
| | 330-430 N = 17 | 440-540 N = 34 | 550 N = 32 | 330-430 N = 23 | 440-540 N = 44 | 550 N=17 |
| Cognitive Competence | 3.60 | 3.435 | 3.53 | 3.46 | 3.47 | 3.65 |
| Social Competence | 2.88 | 2.65 | 2.52 | 2.74 | 2.74 | 2.24 |
| Physical Competence | 2.51 | 2.53 | 2.36 | 2.461 | 2.59 | 2.09 |
| General Self-Esteem | 3.10 | 2.97 | 3.00 | 3.06 | 3.04 | 2.92 |

Table 5

Means for Each Subscale for

12, 13, 14 and 15 year old

RMTS-SI Participants

| | 12 years N = 8 | 13 years N = 36 | 14 years N = 37 | 15 years N = 3 |
|---|---|---|---|---|
| Cognitive Competence | 3.63 | 3.54 | 3.47 | 3.16 |
| Social Competence | 2.66 | 2.56 | 2.74 | 2.13 |
| Physical Competence | 2.37 | 2.35 | 2.61 | 1.90 |
| General Self-Esteem | 3.09 | 2.95 | 3.15 | 2.00 |

Common Concerns. As listed on Table 6 the highest area of concern for both males and females on Strop's Adolescent Survey Form was the item, "I worry about what we're doing to the world." SI participants were also highly concerned about "other students getting on their nerves by asking dumb questions," and about grades. Although they indicated a high level of worry about if people liked them, and if they'd be a good leader, they generally did not report spending a great deal of energy worrying about making new friends.

Coping Strategies. When asked about what they do when they are worrying about something, SI participants indicated highest agreement with the following strategies: (1) going off to be alone, (2) looking for a solution, and (3) trying to relax. Whereas female respondents were most likely to talk to a friend when worried, males did not report this as being a typical strategy for them. SI participants were least likely to use drugs or to talk to a counselor when they were worried.

When bored, SI participants were mostly likely to choose strategies which included an element of aloneness and/or self-sufficiency: reading, finding something to do, listening to music and doing hobbies.

Table 6

Common Concerns of Participants

in Talent Search Summer Institute

by Rank Order of Means

| Common Concerns<br>Ratings (1-5) | Total $\bar{X}$<br>N=81 | Male $\bar{X}$<br>N=55 | Female $\bar{X}$<br>N=26 |
|---|---|---|---|
| I worry about what we're doing to the world. | 3.85 | 3.82 | 3.92 |
| Other students get on my nerves when they ask dumb questions. | 3.62 | 3.76 | 3.31 |
| I worry about my grades. | 3.46 | 3.71 | 2.92 |
| I worry about if other people like me. | 3.41 | 3.49 | 3.28 |
| I wonder if I'm a good leader. | 3.31 | 3.35 | 3.23 |
| I wish I knew how to keep from getting hurt feelings. | 3.21 | 3.24 | 3.15 |
| I have a hard time talking to people when I first meet them. | 3.21 | 3.38 | 2.85 |
| I wish I didn't feel I had to be perfect all of the time. | 3.17 | 3.20 | 3.12 |
| I wish I knew what to choose for a career. | 3.15 | 3.22 | 3.00 |
| I worry about not trying hard enough in school. | 3.01 | 3.24 | 2.54 |
| I wish I knew how to get along better with my brothers/ sisters. | 3.07 | 3.25 | 2.68 |

Table 6

Common Concerns of Participants
in Talent Search Summer Institute
by Rank Order of Means
(continued)

| Common Concerns<br>Ratings (1-5) | Total $\bar{X}$<br>N=81 | Male $\bar{X}$<br>N=55 | Female $\bar{X}$<br>N=26 |
|---|---|---|---|
| I wish I could relax more. | 2.98 | 3.09 | 2.73 |
| I worry about losing my friends. | 2.94 | 3.04 | 2.73 |
| I worry about getting bored. | 2.93 | 2.84 | 3.12 |
| I worry about not being able to make friends. | 2.81 | 2.84 | 2.77 |

When facing disagreements with friends, teachers, and family members, SI participants selected different coping strategies. When in disagreements with friends, more direct approaches (e.g., talking it over and letting them know about angry feelings) were selected. They were least likely to select indirect approaches such as writing about it or ignoring the friend.

When facing disagreements with teachers and family members more passive approaches were selected. For instance, SI participants were most likely to talk to someone else or let it work out by itself when in a disagreement with teachers; they were least likely to cut class or get other students angry at the teacher. When in a disagreement with a family member, respondents were most likely to go somewhere alone and think it out, but were least likely to agree with them just to avoid a fight.

Counseling Services. The Adolescent Survey Form on Counseling Needs (Strop, 1985) examined counseling services used by SI participants. Results are listed on Table 7. The greatest percentage of respondents met with a counselor 1-3 times per year. However, 21 percent of the males and 30 percent of the females never met with their counselor.

Table 7

Percentage of Talent Search Summer Institute Participants Using Counseling Services in Their Schools

| Counseling Services | % of Males N=55 | % of Females N=26 |
|---|---|---|
| Number of Times They Met With Counselor | | |
| Never | 21 | 30 |
| 1-3 times per year | 50 | 34 |
| 4-7 times per year | 13 | 15 |
| Other | 16 | 21 |
| Ways They Met With Counselor | | |
| Alone - in conference | 47 | 61 |
| Small Groups | 12 | 3 |
| In the classroom | 9 | 0 |
| With parents present | 5 | 3 |
| Other | 27 | 33 |
| Participation in Group Counseling Sessions | 12 | 0 |
| Topics of Meetings With Counselor | | |
| To get information | 27 | 42 |
| Scheduling | 21 | 8 |
| Go over test scores | 9 | 4 |
| Problems with teachers | 11 | 0 |
| Others | 32 | 46 |

Though the highest percentage of respondents met with their counselors in individual sessions, small groups were the next highest mode of counseling. Boys, in particular, were included in counseling groups.

The most frequently mentioned topics discussed with counselors were general information gathering and scheduling. Personal concerns such as problems with family members and friends were rarely marked as discussed topics.

Preferences for Counseling Techniques. As listed on Table 8, when asked to rate counseling techniques, SI participants reported a highest preference for helpers to ask them for their opinions. Their next highest preferences were to receive advice and to receive encouragement to come up with their own solutions. Their lowest preference was for a structured contract in which they agreed to change their behavior.

## Discussion

Through a careful examination of descriptive data about the participants of the 1984 Rocky Mountain Talent Search Summer Institute, several clusters of characteristics and needs unique to this population emerged.

Table 8

Preferred Counseling Techniques of

Participants in Talen Search Summer Institute

By Rank Order of Means

| Counseling Techniques Ratings (1-5) | Total $\bar{X}$ N=81 | Male $\bar{X}$ N=55 | Female $\bar{X}$ N=26 |
|---|---|---|---|
| Ask me for my opinions. | 3.93 | 3.91 | 3.96 |
| Give me advice. | 3.69 | 3.62 | 3.85 |
| Encourage me to come up with my own solutions to the problems. | 3.65 | 3.73 | 3.50 |
| Compliment me. | 3.44 | 3.40 | 3.54 |
| Teach me better ways of telling people what I want and need. | 3.16 | 3.22 | 3.04 |
| Teach me how to tell people how I feel and what I think. | 3.08 | 3.13 | 3.00 |
| Listen quietly while I work out my own problems. | 3.05 | 3.11 | 2.92 |
| Put me in a group or introduce me to other kids who have the same problem. | 2.65 | 2.95 | 2.62 |
| Have me role play to practice what I'll say to someone I'm having a hard time with. | 2.56 | 2.60 | 2.46 |
| Give me books to read about kids who are like me. | 2.49 | 2.51 | 2.46 |
| Ask me personal questions. | 2.49 | 2.45 | 2.58 |
| Show me video tapes or television programs and discuss them with me. | 2.43 | 2.47 | 2.35 |
| Ask me to sign a contract to agree to change my behavior. | 2.02 | 2.04 | 2.04 |

The 89 participants created a profile of highly able, academically achieving junior high school age students. Descriptive data regarding the academic ability of these students include SAT scores, grade point averages and success in complete high level, fast-paced academic classes. These students described themselves as curious, able to learn new things easily, creative, independent and perfectionistic. These descriptors are consistent with those typically found in research describing gifted children. Counselors and teachers should keep these characteristics in mind when designing programs to meet both affective and cognitive needs of this group.

The Summer Institute participants scored very high on the cognitive subscale of the Harter Perceived Competence Scale for Children. They are gifted, academically oriented students who are aware of and feel good about their cognitive abilities. As a group they felt less confidence in the areas of social and physical competence than even average students. The higher their SAT scores, the less competent they felt in these two areas. The top scoring students expressed greater isolation socially and physically and had a tendency to have slightly lower self-esteem. For a

large part, these students felt highly competent in their cognitive skills alone. Implications for these findings point toward the need for teachers and counselors to be sensitive to discrepancies in competency domains. They

> may help the academically gifted by providing them opportunities to examine, understand and integrate their accelerated abilities with other aspects of their development (e.g., social relationships, physical appearance and abilities (Ross and Parker, 1980, p. 10).

When analyzed by age the younger participants felt more cognitively competent than older students. This may have been a function of grouping students together in the SI course offerings without regard to age. It would seem that younger students would need to feel much confidence in their academic ability to participate in classes with students two and three years older than themselves. Cross age grouping may also have a slightly depressing affect upon perceived cognitive competence of older students in the group.

The different responses of males and females are interesting to examine. With the exception of physical competence, girls had higher scores than boys on all three subscales of

Harter's scale. On the Adolescent Survey Form, responses indicated that when girls have worries they tend to discuss problems with friends, while boys rarely choose this option. Girls tend to be more socially conscious and use this to their advantage when solving problems.

Though not concerned about making new friends, many students worried about whether people liked them or whether they would make good leaders. The friends they do have serve an important role as partners in discussion of problems and feelings. Silverman (1983) spoke of few intense personal friendships for highly gifted students. It appeared as though these students used such friendships to help solve problems and provide much needed emotional support.

It was significant to discover that well over 60 percent of the SI participants saw a counselor three times or less per year. When they did see counselors, the sessions were generally about school business rather than personal matters. These facts indicated that this group of youngsters do not use school counselors as a major resource for dealing with personal concerns. School personnel may have to address means of making their services more palatable

to this population. They could begin in this task by keeping in mind this groups' stated preferences for being asked for their opinions and finding their own solutions, coupled with sound advice when needed.

These youngsters appeared to have several competencies. They were able to occupy themselves, and draw on inner resources when they were bored. When in a disagreement with family members they opted to work it out alone. Likewise, boys preferred to work it out alone when they were worried.

Though these youngsters reported various competencies, one must ask whether they are seeking and receiving the in-school support needed to deal with deep, unresolvable concerns such as "what we are doing to the world," as well as concerns about being liked and fitting in with a group of peers, which may, in fact, be hard to find. Since these youngesters feel they can, indeed, make friends, perhaps educators must consider assuming a role in matching these youngsters with intellectual peers. This may be especially valuable for girls, since they prefer to talk with friends when they are worried.

Implications for Educators of the Gifted

There are implications for teachers and counselors of academically gifted junior high school students. As a group these

students have a profile of characteristics and needs which suggest specific counseling approaches to enhance affective development.

Counselors could facilitate this process in the following ways:

(1) Being sensitive to the fact that although high-achieving gifted youngsters may feel competent in their cognitive abilities, they often feel less competent in social and physical endeavors.

(2) Allowing gifted students to have input to the counseling process (e.g. asking them for opinions, encouraging them to find own solutions to problems, etc.).

(3) Involving gifted students in group counseling sessions in order to share common concerns, to express feelings, and to cooperate in solving problems.

(4) Using individual and dyadic counseling sessions as a preliminary step before involving students who are less confident in their social competence in group counseling situations.

(5) Involving gifted students in peer counseling, so they can share their competencies with other gifted adolescents who have similar preferences and coping styles.

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Appendix A

Adolescent Survey Form on

Counseling Needs

Jean Strop

## ADOLESCENT SURVEY FORM

(Please Print)

**I. GENERAL INFORMATION**

Name _____ Age _____
(last) (first) (middle)

Grade completed by June, 1984 _____ Sex (circle one) M F

Parent's name(s) _____
(last) (first) (middle)

_____
(last) (first) (middle)

Address _____
(street)

_____
(city) (state) (zip code)

Home Phone (_____) — _____

Name of school _____

Name of school counselor _____

Are you presently involved in a counseling group or a discussion group within your school program? _____Yes _____No

(1) Place a check ( ✓ ) in the space which most closely describes your grade-average:

_____ A
_____ A-
_____ B+
_____ B
_____ B-
_____ C+
_____ C
_____ C-
_____ D+
_____ D
_____ Other

(2) Place a check ( ✓ ) in the space which most closely matches the number of times you meet with your school counselor:

_____ never meet with him/her
_____ 1-3 times per school year
_____ 4-7 times per school year
_____ once a month
_____ twice a month
_____ once a week
_____ other (please specify) _____

Read the following ways of meeting with your counselor. Then check ( ✓ ) the item which best describes how you usually meet with your counselor:

_____ never meet with him/her
_____ meet with him/her alone
_____ meet in small groups
_____ meet with parents present
_____ meet with teachers present
_____ meet with brothers/sisters present
_____ the counselor comes to the classroom

Check ( ✓ ) the statement below which best shows what you do when you meet with your counselor:

_____ never meet with him/her
_____ talk about problems with teachers
_____ talk about problems with family members
_____ talk about problems with friends
_____ get information
_____ go over test scores
_____ work on scheduling

## II. PERSONAL CHARACTERISTICS

Directions: For each of the following statements, circle the rating which best shows how you feel about the statement as it applies to you:

SD = strongly disagree
D = disagree
N = neither agree nor disagree
A = agree
SA = strongly agree

| | | (circle one) | | | | |
|---|---|---|---|---|---|---|
| (1) | I am curious | SD | D | N | A | SA |
| (2) | I have lots of energy | SD | D | N | A | SA |
| (3) | I like to do projects by myself | SD | D | N | A | SA |
| (4) | I like to come up with new ideas and new ways of doing things | SD | D | N | A | SA |
| (5) | I learn new things easily | SD | D | N | A | SA |
| (6) | I need quiet time each day | SD | D | N | A | SA |
| (7) | My feelings get hurt easily | SD | D | N | A | SA |
| (8) | Once I start a project I like, I have a hard time putting it down until I finish it | SD | D | N | A | SA |
| (9) | I am good at keeping friends | SD | D | N | A | SA |
| (10) | I act older than my age | SD | D | N | A | SA |
| (11) | It's hard for me to make new friends | SD | D | N | A | SA |
| (12) | I get bored easily | SD | D | N | A | SA |
| (13) | I won't hand in projects until I feel they are done just right | SD | D | N | A | SA |
| (14) | I like to be "the best" in everything I do | SD | D | N | A | SA |
| (15) | Other (specify) _____ | SD | D | N | A | SA |

## III. COMMON CONCERNS

Directions: For each of the following statements, circle the rating which best shows how you feel about that statement as it applies to you:

SD = strongly disagree
D = disagree
N = neither disagree nor agree
A = agree
SA = strongly agree
NA = not applicable

| | | (circle one) | | | | | |
|---|---|---|---|---|---|---|---|
| (1) | I worry about not being able to make friends | SD | D | N | A | SA | |
| (2) | I wish I knew how to keep from getting hurt feelings | SD | D | N | A | SA | |
| (3) | I wish I knew what to choose for a career | SD | D | N | A | SA | |
| (4) | I worry about not trying hard enough in school | SD | D | N | A | SA | |
| (5) | I worry about losing my friends | SD | D | N | A | SA | |
| (6) | I wonder if I'm a good leader | SD | D | N | A | SA | |
| (7) | I wish I knew how to get along better with my brothers/sisters | SD | D | N | A | SA | NA |
| (8) | I have a hard time talking to people when I first meet them | SD | D | N | A | SA | |
| (9) | I wish I could relax more | SD | D | N | A | SA | |
| (10) | Other students get on my nerves when they ask dumb questions | SD | D | N | A | SA | |
| (11) | I worry about what we're doing to the world | SD | D | N | A | SA | |
| (12) | I worry about my grades | SD | D | N | A | SA | |
| (13) | I worry about if other people like me | SD | D | N | A | SA | |
| (14) | I wish I didn't feel I had to be perfect all of the time | SD | D | N | A | SA | |
| (15) | I worry about getting bored | SD | D | N | A | SA | |
| (16) | Other (specify) _____ | SD | D | N | A | SA | |

## IV. HOW I HANDLE DIFFICULT SITUATIONS

**Directions:** Below you will be given 5 situations. For each of the 5 situations statements about handling this situation will be listed. Rate each of the statements as to how likely you feel it is that you would use this behavior in the given situation:

SD = strongly disagree
D = disagree
N = neither agree nor disagree
A = agree
SA = strongly agree

Situation: You are worrying about something.

| When I am worried: | (circle one) | | | | |
|---|---|---|---|---|---|
| (1) I try to block it out of my mind | SD | D | N | A | SA |
| (2) I talk myself into feeling better | SD | D | N | A | SA |
| (3) I like to do something active like to walk, run, etc. | SD | D | N | A | SA |
| (4) I try to relax | SD | D | N | A | SA |
| (5) I talk to a friend | SD | D | N | A | SA |
| (6) I talk to a family member | SD | D | N | A | SA |
| (7) I talk to a counselor | SD | D | N | A | SA |
| (8) I go off to be by myself | SD | D | N | A | SA |
| (9) I look for a way to solve the problem | SD | D | N | A | SA |
| (10) I use drugs or alcohol to forget about it | SD | D | N | A | SA |
| (11) Other (specify) _____ | SD | D | N | A | SA |

Situation: You have a disagreement with a friend.

| When I have a disagreement with a friend: | (circle one) | | | | |
|---|---|---|---|---|---|
| (1) I talk it over with the friend | SD | D | N | A | SA |
| (2) I talk it over with someone else besides that person | SD | D | N | A | SA |
| (3) I let it sort itself out | SD | D | N | A | SA |
| (4) I try to change what I'm doing so s/he won't be angry | SD | D | N | A | SA |
| (5) I let her/him know that I am angry with her/him | SD | D | N | A | SA |
| (6) I write about it | SD | D | N | A | SA |
| (7) I ignore her/him | SD | D | N | A | SA |
| (8) Other (specify) _____ | SD | D | N | A | SA |

Situation: You have a difficulty with one of your teachers.

| When I have a difficulty with a teacher: | (circle one) | | | | |
|---|---|---|---|---|---|
| (1) I talk to the teacher about it | SD | D | N | A | SA |
| (2) I talk to someone else about it | SD | D | N | A | SA |
| (3) I let it work itself out | SD | D | N | A | SA |
| (4) I try to get other students mad at her/him too | SD | D | N | A | SA |
| (5) I try to figure out how I can change to make him/her like me better | SD | D | N | A | SA |
| (6) I refuse to talk to her/him | SD | D | N | A | SA |
| (7) I cut her/his class | SD | D | N | A | SA |
| (8) Other (specify) _____ | SD | D | N | A | SA |

Situation: You have a disagreement with a family member.

| When I have a disagreement with a family member: | (circle one) | | | | |
|---|---|---|---|---|---|
| (1) I try to talk to her/him about my feelings | SD | D | N | A | SA |
| (2) I yell and argue to prove I'm right | SD | D | N | A | SA |
| (3) I agree with her/him because I don't like to fight | SD | D | N | A | SA |
| (4) I usually let it work itself out | SD | D | N | A | SA |
| (5) I usually go somewhere to be alone to think it out | SD | D | N | A | SA |
| (6) Other (specify) _____ | SD | D | N | A | SA |

Situation: You are bored.

| When I am bored: | (circle one) | | | | |
|---|---|---|---|---|---|
| (1) I read | SD | D | N | A | SA |
| (2) I find something to do | SD | D | N | A | SA |
| (3) I call my friends or go over to their houses | SD | D | N | A | SA |
| (4) I do one of my hobbies | SD | D | N | A | SA |
| (5) I sit and think | SD | D | N | A | SA |
| (6) I ask my parents to find something for me to do | SD | D | N | A | SA |
| (7) I watch TV | SD | D | N | A | SA |
| (8) I listen to music | SD | D | N | A | SA |
| (9) Other (specify) _____ | SD | D | N | A | SA |

(continued on back page)

## V. THINGS I WOULD LIKE A HELPER TO DO

**Directions:** Oftentimes people have someone they like to talk to, such as a counselor, a favorite teacher, an adult friend. These people could be called helpers. Below are listed several statements about things helpers might do. Rate how you feel about these statements using the following scale:

SD = strongly disagree
D = disagree
N = neither agree nor disagree
A = agree
SA = strongly agree

I like the helper to: (circle one)

| | | | | | | |
|---|---|---|---|---|---|---|
| (1) | Listen quietly while I work out my own problem | SD | D | N | A | SA |
| (2) | Ask me personal questions | SD | D | N | A | SA |
| (3) | Give me advice | SD | D | N | A | SA |
| (4) | Have me role play to practice what I'll say to someone I'm having a hard time with | SD | D | N | A | SA |
| (5) | Show me video tapes or television programs and discuss them with me | SD | D | N | A | SA |
| (6) | Teach me how to tell people how I feel and what I think | SD | D | N | A | SA |
| (7) | Teach me better ways of telling people what I want and need | SD | D | N | A | SA |
| (8) | Ask me for my opinions | SD | D | N | A | SA |
| (9) | Compliment me | SD | D | N | A | SA |
| (10) | Ask me to sign a contract to agree to change my behavior | SD | D | N | A | SA |
| (11) | Encourage me to come up with my own solutions to the problem | SD | D | N | A | SA |
| (12) | Put me in a group or introduce me to other kids who have the same problem | SD | D | N | A | SA |
| (13) | Give me books to read about kids who are like me | SD | D | N | A | SA |
| (14) | Other (specify) _____ _____ | SD | D | N | A | SA |

Appendix B

Perceived Competence Scale for Children

Susan Harter

# What I Am Like

NAME _____ BOY OR GIRL (circle which) AGE _____ BIRTHDAY _____ CLASS OR GROUP _____

**SAMPLE SENTENCES**

| | REALLY TRUE for me | SORT OF TRUE for me | | | | SORT OF TRUE for me | REALLY TRUE for me |
|---|---|---|---|---|---|---|---|
| a. | ☐ | ☐ | Some kids would rather play outdoors in their spare time | BUT | Other kids would rather watch T.V. | ☐ | ☐ |
| b. | ☐ | ☐ | Some kids never worry about anything | BUT | Other kids sometimes worry about certain things. | ☐ | ☐ |
| 1. | ☐ | ☐ | Some kids feel that they are very good at their school work | BUT | Other kids worry about whether they can do the school work assigned to them. | ☐ | ☐ |
| 2. | ☐ | ☐ | Some kids find it hard to make friends | BUT | For other kids it's pretty easy. | ☐ | ☐ |
| 3. | ☐ | ☐ | Some kids do very well at all kinds of sports | BUT | Others don't feel that they are very good when it comes to sports. | ☐ | ☐ |
| 4. | ☐ | ☐ | Some kids feel that there are alot of things about themselves that they would change if they could | BUT | Other kids would like to stay pretty much the same. | ☐ | ☐ |
| 5. | ☐ | ☐ | Some kids feel like they are just as smart as other kids their age | BUT | Other kids aren't so sure and wonder if they are as smart. | ☐ | ☐ |
| 6. | ☐ | ☐ | Some kids have alot of friends | BUT | Other kids don't have very many friends. | ☐ | ☐ |

| | REALLY TRUE for me | SORT OF TRUE for me | | | | SORT OF TRUE for me | REALLY TRUE for me |
|---|---|---|---|---|---|---|---|
| 7. | ☐ | ☐ | Some kids wish they could be alot better at sports | BUT | Other kids feel they are good enough. | ☐ | ☐ |
| 8. | ☐ | ☐ | Some kids are pretty sure of themselves | BUT | Other kids are not very sure of themselves. | ☐ | ☐ |
| 9. | ☐ | ☐ | Some kids are pretty slow in finishing their school work | BUT | Other kids can do their school work quickly. | ☐ | ☐ |
| 10. | ☐ | ☐ | Some kids don't think they are a very important member of their class | BUT | Other kids think they are pretty important to their classmates. | ☐ | ☐ |
| 11. | ☐ | ☐ | Some kids think they could do well at just about any new outdoor activity they haven't tried before | BUT | Other kids are afraid they might not do well at outdoor things they haven't ever tried. | ☐ | ☐ |
| 12. | ☐ | ☐ | Some kids feel good about the way they act | BUT | Other kids wish they acted differently. | ☐ | ☐ |
| 13. | ☐ | ☐ | Some kids often forget what they learn | BUT | Other kids can remember things easily. | ☐ | ☐ |
| 14. | ☐ | ☐ | Some kids are always doing things with alot of kids | BUT | Other kids usually do things by themselves. | ☐ | ☐ |
| 15. | ☐ | ☐ | Some kids feel that they are better than others their age at sports | BUT | Other kids don't feel they can play as well. | ☐ | ☐ |
| 16. | ☐ | ☐ | Some kids think that maybe they are not a very good person | BUT | Other kids are pretty sure that they are a good person. | ☐ | ☐ |

| | REALLY TRUE for me | SORT OF TRUE for me | | | | SORT OF TRUE for me | REALLY TRUE for me |
|---|---|---|---|---|---|---|---|
| 17. | ☐ | ☐ | Some kids like school because they do well in class | BUT | Other kids don't like school because they aren't doing very well. | ☐ | ☐ |
| 18. | ☐ | ☐ | Some kids wish that more kids liked them | BUT | Others feel that most kids do like them. | ☐ | ☐ |
| 19. | ☐ | ☐ | In games and sports some kids usually watch instead of play | BUT | Other kids usually play rather than just watch. | ☐ | ☐ |
| 20. | ☐ | ☐ | Some kids are very happy being the way they are | BUT | Other kids wish they were different. | ☐ | ☐ |
| 21. | ☐ | ☐ | Some kids wish it was easier to understand what they read | BUT | Other kids don't have any trouble understanding what they read. | ☐ | ☐ |
| 22. | ☐ | ☐ | Some kids are popular with others their age | BUT | Other kids are not very popular. | ☐ | ☐ |
| 23. | ☐ | ☐ | Some kids don't do well at new outdoor games | BUT | Other kids are good at new games right away. | ☐ | ☐ |
| 24. | ☐ | ☐ | Some kids aren't very happy with the way they do alot of things | BUT | Other kids think the way they do things is fine. | ☐ | ☐ |
| 25. | ☐ | ☐ | Some kids have trouble figuring out the answers in school | BUT | Other kids almost always can figure out the answers. | ☐ | ☐ |
| 26. | ☐ | ☐ | Some kids are really easy to like | BUT | Other kids are kind of hard to like. | ☐ | ☐ |

| | REALLY TRUE for me | SORT OF TRUE for me | | | | SORT OF TRUE for me | REALLY TRUE for me |
|---|---|---|---|---|---|---|---|
| 27. | ☐ | ☐ | Some kids are among the last to be chosen for games | BUT | Other kids are usually picked first. | ☐ | ☐ |
| 28. | ☐ | ☐ | Some kids are usually sure that what they are doing is the right thing | BUT | Other kids aren't so sure whether or not they are doing the right thing. | ☐ | ☐ |

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# Perceived Competence Scale for Children

**Master list of items grouped according to subscale:**

A. Cognitive Competence
B. Social Competence
C. Physical Competence
D. General Self Esteem

Item # refers to the position on the child's form and the scoring key. Items keyed *positively* (+) present the more competent aspect first in the sentence, whereas items keyed *negatively* (−) present the less competent first.

| Item # | Keyed | |
|---|---|---|
| | | **A. COGNITIVE COMPETENCE** |
| 1 | + | Some kids feel that they are very good at their school work but other kids worry about whether they can do the school work assigned to them. |
| 5 | + | Some kids feel like they are just as smart as others their age but other kids aren't so sure and wonder if they are as smart. |
| 9 | − | Some kids are pretty slow in finishing their school work but other kids can do their school work quickly. |
| 13 | − | Some kids often forget what they learn but other kids can remember things easily. |
| 17 | + | Some kids like school because they do well in class but other kids don't like school because they aren't doing very well. |
| 21 | − | Some kids wish it was easier to understand what they read but other kids don't have any trouble understanding what they read. |
| 25 | − | Some kids have trouble figuring out the answers in school but other kids almost always can figure out the answers. |
| | | **B. SOCIAL COMPETENCE** |
| 2 | − | Some kids find it hard to make friends but for other kids it's pretty easy. |
| 6 | + | Some kids have alot of friends but other kids don't have very many friends. |
| 10 | − | Some kids don't think they are a very important member of their class but other kids think they are pretty important to their classmates. |
| 14 | + | Some kids are always doing things with alot of kids but other kids usually do things by themselves. |
| 18 | − | Some kids wish that more kids liked them but others feel that most kids do like them. |
| 22 | + | Some kids are popular with others their own age but other kids are not very popular. |
| 26 | + | Some kids are really easy to like but other kids are kind of hard to like. |

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| Item # | Keyed | |
|---|---|---|
| | | C. PHYSICAL COMPETENCE |
| 3 | + | Some kids do very well at all kinds of sports but others don't feel that they are very good when it comes to sports. |
| 7 | – | Some kids wish they could be alot better at sports but other kids feel they are good enough. |
| 11 | + | Some kids think they could do well at just about any new outdoor activity they haven't tried before but other kids are afraid they might not do well at outdoor things they haven't tried. |
| 15 | + | Some kids feel that they are better than others their age at sports but other kids don't feel the, can play as well. |
| 19 | – | In games and sports some kids usually watch instead of play but other kids usually play rather than just watch. |
| 23 | – | Some kids don't do well at new outdoor games but other kids are good at new games right away. |
| 27 | – | Some kids are among the last to be chosen for games but other kids are usually picked first. |
| | | D. GENERAL SELF-ESTEEM |
| 4 | – | Some kids feel that there are alot of things about themselves that they would change if they could but other kids would like to stay pretty much the same. |
| 8 | + | Some kids are pretty sure of themselves but other kids are not very sure of themselves. |
| 12 | + | Some kids feel good about the way they act but other kids wished they acted differently. |
| 16 | – | Some kids think that maybe they are not a very good person but other kids are pretty sure that they are a good person. |
| 20 | + | Some kids are very happy being the way they are but other kids wish they were different. |
| 24 | – | Some kids aren't very happy with the way they do alot of things but other kids think the way they do things is fine. |
| 28 | + | Some kids are usually sure that what they are doing is the right thing but other kids aren't sure whether or not they're doing the right thing. |

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# Perceived Competence Scale for Children

INSTRUCTIONS TO THE CHILD:

We have some sentences here and, as you can see from the top of your sheet where it says "What I am like," we are interested in what each of you is like, what kind of a person you are like, and how you think and feel about different things. This is not a test. There are no right or wrong answers. Since kids are very different from one another, each of you will be putting down something different.

First, let me explain how these questions work. There are two sample questions at the top. I'll read the first one out loud, which is marked (a), and you follow along with me. (Examiner reads first sample question.) This question talks about two kinds of kids.

(1) What I want you to decide *first* is whether you are more like the kids on the left side who would *rather* play outdoors, or whether you are more like the kids on the right side who would *rather* watch T.V. Don't mark anything down yet, but first decide which kind of kid is most like you, and go to that side.

(2) Now, the *second* thing I want you to think about, now that you have decided which kind of kid is most like you, is to decide whether that is only *sort of* true for you, or *really* true. If it is only sort of true, then put an X in the box under *sort of true*. If it's really true for you, then put an X in that box, under *really true*.

(3) For each sentence you only check one box. Sometimes it will be on one side of the page, and other times it will be on the other side of the page, but you can only check one box for each sentence. Do you have any questions?

(4) OK, let's try the second sample one, which is (b). (Examiner reads and goes through the same explanation above in points 1, 2, and 3.)

(5) OK, those were just for practice. Now we have some more sentences which I'm going to read out loud. For each one, just check one box, the one that goes with what is true for you, what you are most like.

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# Perceived Competence Scale for Children

SCORING KEY: 4 = highest competence, 1 = lowest competence

Scores (4, 3, 2, or 1) are in the box for each individual item.
Subscale designations are indicated under each item number.
C = Cognitive, S = Social, P = Physical, G = General

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. (C) | 4 | 3 | Some kids feel that they are very good at their school work | BUT | Other kids worry about whether they can do the school work assigned to them. | 2 | 1 |
| 2. (S) | 1 | 2 | Some kids find it hard to make friends | BUT | For other kids it's pretty easy. | 3 | 4 |
| 3. (P) | 4 | 3 | Some kids do very well at all kinds of sports | BUT | Others don't feel that they are very good when it comes to sports. | 2 | 1 |
| 4. (G) | 1 | 2 | Some kids feel that there are alot of things about themselves that they would change if they could | BUT | Other kids would like to stay pretty much the same. | 3 | 4 |
| 5. (C) | 4 | 3 | Some kids feel like they are just as smart as other kids their age | BUT | Other kids aren't so sure and wonder if they are as smart. | 2 | 1 |
| 6. (S) | 4 | 3 | Some kids have alot of friends | BUT | Other kids don't have very many friends. | 2 | 1 |

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| | REALLY TRUE | SORT OF TRUE | | | | SORT OF TRUE | REALLY TRUE |
|---|---|---|---|---|---|---|---|
| 7. (P) | 1 | 2 | Some kids wish they could be [illegible] better at sports | BUT | Other kids feel they are good enough. | 3 | 4 |
| 8. (G) | 4 | 3 | Some kids are pretty sure of themselves | BUT | Other kids are not very sure of themselves. | 2 | 1 |
| 9. (C) | 1 | 2 | Some kids are pretty slow in finishing their school work | BUT | Other kids can do their school work quickly. | 3 | 4 |
| 10. (S) | 1 | 2 | Some kids don't think they are a very important member of their class | BUT | Other kids think they are pretty important to their classmates. | 3 | 4 |
| 11. (P) | 4 | 3 | Some kids think they could do well at just about any new outdoor activity they haven't tried before | BUT | Other kids are afraid they might not do well at outdoor things they haven't ever tried. | 2 | 1 |
| 12 (G) | 4 | 3 | Some kids feel good about the way they act | BUT | Other kids wish they acted differently. | 2 | 1 |
| 13. (C) | 1 | 2 | Some kids often forget what they learn | BUT | Other kids can remember things easily. | 3 | 4 |
| 14. (S) | 4 | 3 | Some kids are always doing things with alot of kids | BUT | Other kids usually do things by themselves. | 2 | 1 |
| 15. (P) | 4 | 3 | Some kids feel that they are better than others their age at sports | BUT | Other kids don't feel they can play as well. | 2 | 1 |
| 16. (G) | 1 | 2 | Some kids think that maybe they are not a very good person | BUT | Other kids are pretty sure that they are a good person. | 3 | 4 |

| | REALLY TRUE | SORT OF TRUE | | | | SORT OF TRUE | REALLY TRUE |
|---|---|---|---|---|---|---|---|
| 17. (C) | 4 | 3 | Some kids like school because they do well in class | BUT | Other kids don't like school because they aren't doing very well. | 2 | 1 |
| 18. (S) | 1 | 2 | Some kids wish that more kids liked them | BUT | Others feel that most kids do like them. | 3 | 4 |
| 19. (P) | 1 | 2 | In games and sports some kids usually watch instead of play | BUT | Other kids usually play rather than just watch. | 3 | 4 |
| 20. (G) | 4 | 3 | Some kids are very happy being the way they are | BUT | Other kids wish they were different. | 2 | 1 |
| 21. (C) | 1 | 2 | Some kids wish it was easier to understand what they read | BUT | Other kids don't have any trouble understanding what they read. | 3 | 4 |
| 22. (S) | 4 | 3 | Some kids are popular with others their age | BUT | Other kids are not very popular. | 2 | 1 |
| 23. (P) | 1 | 2 | Some kids don't do well at new outdoor games | BUT | Other kids are good at new games right away. | 3 | 4 |
| 24. (G) | 1 | 2 | Some kids aren't very happy with the way they do alot of things | BUT | Other kids think the way they do things is fine. | 3 | 4 |
| 25. (C) | 1 | 2 | Some kids have trouble figuring out the answers in school | BUT | Other kids almost always can figure out the answers. | 3 | 4 |
| 26. (S) | 4 | 3 | Some kids are really easy to like | BUT | Other kids are kind of hard to like. | 2 | 1 |



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| | REALLY TRUE | SORT OF TRUE | | | | SORT OF TRUE | REALLY TRUE |
|---|---|---|---|---|---|---|---|
| 27. (P) | 1 | 2 | Some kids are among the last to be chosen for games | BUT | Other kids are usually picked first. | 3 | 4 |
| 28. (G) | 4 | 3 | Some kids are usually sure that what they are doing is the right thing. | BUT | Other kids aren't so sure whether or not they are doing the right thing. | 2 | 1 |

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